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ABSTRACT

A program leading to a master of arts degree in education that is offered jointly by two cooperating universities is described. While originally developed for elementary and secondary teachers it has been expanded to include health care educators. The major thrust of the program is to encourage the teacher to assume major responsibility for the development of his or her own program. To achieve this goal, an initial course is offered called the "Teacher as Learner." The objective of this course is to help the individual assess personal strengths and weaknesses and to expand professional horizons. The second segment of the program involves practicum experience. A flexible program structure provides for individual choice of work. Appended to this report is a syllabus for the "Teacher as Learner" course and guidelines for the practicum experience. (JD)

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"Maryville College-Washington University Master of Arts in Education"

Maryville College and Washington University, both in St. Louis, Mo., jointly offer a Master of Arts in Education that makes three contributions to teacher education. It shows that teachers can be and want to be responsible for their professional development at the graduate level; that teacher education can tap new markets—in this case, health care educators—without abandoning its commitment to elementary and secondary classroom teachers; and that two institutions—a small, private liberal arts college and a medium-size, multipurpose university—can pool their resources to develop a high quality teacher education program. Since the program began in 1974, more than 200 students have been admitted and 64 have received degrees from their choice of the two institutions. A student handbook explains the complexities of advisement, registration, and graduation, as well as program requirements. Two basic courses are required to complete the 30-hour program, of which 15 hours are taken at each institution. Early in the program, teacher-students must take the course, "Teacher as Learner," which helps them assess personal strengths and weaknesses, and expand beyond personal job experiences their knowledge of educational issues. On the basis of projected goals, students plan their schedules from course offerings at both institutions. The other required course is a practicum to be taken near the end of the program. The practicum is a self-designed and -directed activity in which the student, drawing from previous coursework, identifies, resolves, and reflects on an instructional problem encountered in his or her job. A joint board of faculty from both institutions governs the program. Support costs, typical of similar graduate programs, are shared. Formal and informal program evaluations are ongoing, and indicate that the joint program is successful.

Maryville College-Washington University
Master of Arts in Education;
An Effort in Interinstitutional Programming

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Maryville College-Washington University Master of Arts in Education

Abstract

Maryville College and Washington University, both located in the St. Louis metropolitan area, jointly offer a Master of Arts in Education. This program is based on the assumption that the teacher should be the primary agent in her own personal and professional development. While originally designed for classroom teachers, the program now also serves health care educators.

The 30 hour program, 15 hours at each institution, is highly individualized, strongly clinical, and oriented to the personal and professional growth of the participants. Within the 30 hour program there are two basic requirements, the first of which is a course, The Teacher as Learner. Taken early in the program, this course provides the students with the opportunity to reflect on their own professional development needs and helps them to begin planning the work which will comprise their own professional development program. The second requirement is the completion, near the end of the program, of a practicum related to the career interests of the student. The purpose of the practicum is to help the student in synthesizing the experiences she has had in the program with her job responsibilities. Since the program's inception in 1974 over 200 students have been admitted and 64 have graduated.

The Maryville/Washington University Joint Program attempts to prevent duplication of services in higher education. The two institutions are complementary. Washington University is a medium-sized multi-purpose university located in the center of the metropolitan area. Maryville College, smaller and more flexible, is actively engaged in program development. In contrast to Washington University, Maryville is located in the heart of the westward

expansion of the St. Louis suburbs.

We believe that the Joint Program makes three contributions to teacher education. It illustrates: (1) that two institutions can work together to develop a high quality program; (2) that teacher education can tap new markets -- in this case, health care educators -- without abandoning commitment to elementary and secondary classroom teachers; and (3) that teachers can effectively assume major responsibility for their own professional development at the graduate level.

Maryville College-Washington University Master of Arts in Education:
An Effort in Interinstitutional Programming

It has been four years since the Maryville College/Washington University Master of Arts in Education Program began. Advertised as an example of interinstitutional cooperation, the program was seen by its creators as a possible model for higher education programming. This document tells the story of how two institutions -- one a medium-sized multipurpose university and the other a small liberal arts college -- created a professional development program that serves both health care personnel and classroom teachers. Together, Education departments of these institutions were able to generate a creative Masters' level program, one that neither of them could easily have developed by itself.

Each institution entered the 1970's with assets and liabilities. While Washington University was a prestigeous, research-oriented institution, it was viewed by many St. Louis area teachers as stodgy and disinterested in the classroom teacher. Its Graduate Institute of Education faculty taught in-service courses that were at times underenrolled, and even some of the courses that filled were not viewed as useful by those whose lives were spent in the classroom. On the other hand, Maryville College lacked both the Education faculty and the financial resources necessary to initiate by itself a graduate program. Yet Maryville, because it was small and innovative, could dream of new styles of programming. In addition, its location in west St. Louis County, as opposed to the more central location of Washington University, placed the College in the heart of the westward expansion of the St. Louis suburbs.

Development of the Program

In the spring of 1973, two members of the Maryville College administration met with several faculty members and administrators from Washington University to discuss the possibility of a joint effort in program development. The group decided to explore whether the two institutions could collaborate on a program that would be more clinical and innovative than the already existing programs at the Graduate Institute of Education at Washington University and one which would provide more resource capacity than could be found in most graduate programs. Two faculty members, one from each institution, volunteered to outline the program in terms of pedagogy, organization, and administration. Fortuitously, these two faculty members were already involved in separate surveys of educators' ideas on in-service training.

The data they collected, supported by their own orientation to graduate education for teachers, led to the development of broad program goals which, strengthened and deepened, are operative today. From over fifty interviews with local teachers, administrators and other educators, the broad themes of the Maryville College/Washington University Master of Arts in Education (hereafter called the Joint Program) began to emerge. Teachers stressed that they were interested in improving their relationships with their students. They indicated a desire to acquire new and more effective teaching strategies and to update themselves on innovations in education. In addition, they wanted to increase their ability to analyze their classroom performance in order to identify their strengths and weaknesses. Most important, however, all agreed that an ideal program should place an emphasis on the teacher herself[1] as a learner and the major force in her own professional

[1]While the feminine adjective and/or pronoun is used in this document, we mean the terms her and she to stand for both genders.

development.

These elements of mutual educational concern -- drawn from a variety of sources, but most of all from teachers -- were developed into a program description which was presented to the faculty of the Graduate Institute of Education in the spring of 1974. At Maryville, the proposed program was reviewed by the Academic Policies Council. By late May both institutions had approved the program.

Program Goals and Content

The approval of the program was by no means the end of its evolution. The ongoing dialogue between the program developers and the educational community brought additional questions and a need for further explication of the focus on the teacher as a learner shaping her own professional development. One key question was: why does the teacher need to have such an active role in the formulation and direction of her own program? Slowly, a rationale for stressing self direction evolved. In the first place, a teacher needs to engage in a self-directed program experience because we want the teacher to model this very orientation with her own students. Hopefully a teacher who has been exposed to a program in which she assumes considerable responsibility for her own professional development will in turn encourage her own students to grow into self-directing adults, an end the Joint Program faculty values. Secondly, self direction leads the teacher to become an active agent who has professional goals, explores alternatives, makes decisions, and reflects on the consequences of the decisions in light of her original goals. This exploratory and purposeful behavior is what the Joint Program faculty believes a teacher needs to steer a steady course through the maze of contemporary educational issues. In short, the self-

directed teacher can be both a model for her students and a problem solver of educational issues.

The major thrust of the program and, consequently, its primary goal is to encourage the teacher to assume major responsibility for the development of her own program. The next question, then, became how this personal responsibility goal was to be realized. One obvious answer was that the teacher herself should be able to select most of the courses in her own program. However, the program developers believed that many teachers, subject in the past to totally prescribed teacher education programs, were not prepared to move into entirely open-ended program structure. In order to make the best possible use of an open-ended structure, a teacher needs considerable insight into her own strengths and weaknesses (so she can make wise choices among courses), and she needs an overview of today's pressing educational issues (so she can break out of her own encapsulated job).

Thus was born the idea for the "Teacher as Learner" course, the introductory, required course in the Joint Program. This course was to have two major objectives: helping the teacher assess her strengths and weaknesses and expanding the teacher's horizon beyond her professional niche. Before discussing the specific content of the Teacher as Learner course, some additional explanation of the "expanding horizons" aspect of the course may be useful. Even though the teacher participants come from a variety of backgrounds, each of them has been in an individual niche, often for a number of years. As the initial course, the Teacher as Learner tries to help each participant transcend her personal job situation to learn about the dynamics of the broader educational world.

The objective of expanding one's professional horizon is accomplished largely through a series of guest speakers, including a counselor, a dance

therapist, a school board member, the director of education in a large hospital, a sex education specialist, the director of a teachers' center. Each speaker presents the currents shaping his/her own area of interest and places these developments in the context of contemporary education. In this way we attempt to expand the view of the experienced teacher beyond the boundaries of her professional role.

Along with this series of presentations, the second objective of the course is implemented. This objective is a personal assessment of the individual's strengths and weaknesses, of her cognitive and teaching style, of her ability to set and achieve short and long range goals of both a personal and professional nature. The personal assessment objective is implemented through motivation exercises which include: goal-setting tasks, projective and objective tests, anxiety indicators, and a variety of activities undertaken alone as well as in the group. Such exercises aid in developing a heightened consciousness of the student's own personal skills and needs, and of the areas where strengths are evident as well as the areas where more growth is needed.

The culmination of the Teacher as Learner course is a goal-setting exercise focusing on professional growth and achievement for the next five years. The teacher, in view of her assessed strengths and weaknesses, decides who and where she wants to be in five year's time. Once specific decisions have been made about one's professional future, the planning of the remaining credit hours of her graduate program is a relatively straightforward matter. Courses, workshops, and seminars, from both institutions, are selected on the basis of projected goals. An established role, no matter how secure, must provide room for growth and sometimes even be

sacrificed for a reconceptualized role which offers more potential for achievement and service.

The other major way the Joint Program attempts to promote the self development of the teacher is through the "Practicum", a 3-6 hour required experience taken near the end of the Program. Examples of typical practicum topics include: researching and writing up discipline guidelines for beginning teachers, the development and testing of a social studies unit on Missouri State Government, a survey of the status of women in health care management, the field testing of some dilemma discussion materials modeled on the Kohlberg approach, the creation of programmed materials to teach basic science content in a junior college nursing program. The teacher selects the practicum topic, the practicum instructor and specially prepared guidelines (see attachment) help the student make the topic manageable, and the teacher carries out the practicum, including an analysis of the practicum experience. In brief, the practicum is a self-directed endeavor in which the student engages in the identification, diagnosis, resolution, and reflection on an instructional problem. The practicum is the culmination of the program and, hopefully, is a synthesis of the work the teacher has taken up to that point.

In summary, the three programmatic elements which lead to the goal of the teacher taking personal responsibility for her own professional growth are: the analytical and expanding horizons objectives in the Teacher as Learner course; the Practicum, a self-designed activity focusing on a problem encountered within the teacher's own professional life; and, finally, the flexible program structure which provides for individual choice of course work.

Besides the major programmatic goal that the teacher take personal

responsibility for the development of her own program, there are several programmatic goals of lesser importance. For the most part, these subsidiary goals came out of the in-service surveys conducted in 1973. One such goal is to promote self analysis of one's own teaching, a goal which is central to several courses created for the program as well as a major theme of the Teacher as Learner and the Practicum. Another such goal is to provide course work which will help the teacher make the tie between significant educational ideas and classroom practice. Two other subsidiary goals are not so much programmatic goals focused on students as they are goals that are of interest to the two institutions of higher education: (1) two institutions working together can create a high quality program and (2) a teacher education program can tap new markets -- particularly health care educators -- without abandoning its traditional commitment to classroom teachers. These last two goals are discussed in the section on contributions of the program to teacher education.

Program Structure

The Joint Program is a thirty hour program, half of which is taken at each institution. The student takes the first course, the Teacher as Learner, at Maryville. The Practicum can be taken at either institution; it is offered at Maryville during the fall and spring semesters and at Washington University in the summer. During both semesters of the academic year Washington University offers a course on the Maryville campus, an arrangement which has worked well because a large number of the teacher participants work and live in the area around Maryville.

Working closely with the program participants to develop their programs and help them meet their professional and personal goals is a group

of Joint Program advisors. These advisors, faculty members from both institutions, work with participants to follow-up on the goal setting exercise completed at the end of the Teacher as Learner and to give guidance on course selection. Typically, the first meeting between an advisor and teacher occurs during the last session of the Teacher as Learner at which time the two of them -- in an informal, rather social environment -- plot out the general direction of the student's program.

Several additional practices have been instituted to increase the personal emphasis of the Program and to keep communication about the Program open and effective. Three times a year a Newsletter is sent to all current students and Program graduates to bring them up to date on Joint Program changes, new courses, new procedures to be followed, and general information. In addition, a social event, usually a "beer party", is held in both the fall and the spring at the home of one of the faculty members to give program faculty, present participants, and "old grads" a chance to mingle, exchange information and generally keep the communication open. All of the formal rules and procedures of the Program are assembled in a Student Handbook (see attachment) which is given to each participant at the time of admission.

Program Governance and Admissions

Operational governance of the Program is the responsibility of a Joint Board which is composed of faculty from both institutions, usually those involved in advising Joint Program students. The Maryville College Academic Dean and the Director of the Graduate Institute of Education are ex officio members of the group. The Joint Board meets approximately five times a year to deal with such issues as admissions, transfer of credit, coordination of courses and schedules, development of new courses, and

matters of general policy. Each institution, however, must also abide by its internal governance procedures. Consequently, all graduate courses offered by Maryville must receive the approval of its Academic Policies Council, and courses offered by Washington University must receive the approval of the Graduate Institute of Education, the Curriculum Coordinating Committee, and the College of Arts and Sciences.

One activity of the Joint Board that deserves some elaboration is admissions. Before the Board acts on admissions certain preliminary work is done on the application submitted by the prospective student. All admissions material is gathered by the Education Department at Maryville College. Undergraduate grade point is computed, the Miller Analogies Test score is examined, the three professional references are reviewed, and the personal essay is read. The preliminary review of a candidate's file is done by one faculty member from Maryville and one from Washington University, and one and/or both of them conduct an interview with the applicant. Based on the data gathered, these faculty members recommend that the Joint Board either admit or deny the applicant.

The Joint Board then acts of the admission. While applicants have been denied admission to the Program or have been admitted on a provisional basis, it has generally been the policy of the Joint Board to admit applicants who in their essays and interviews have exhibited a real desire to improve their teaching and other professional activities. A study is presently underway to determine the usefulness of the Miller Analogies Test for admission to a program oriented to the professional development process, as is the Joint Program.

Students, Faculty, and Budget

One of the unusual characteristics of the program is the diversity of the student population. The two hundred plus students who have entered the program since its inception in 1974 represent such roles as elementary teacher, instructor in a nursing school, school librarian, special education teacher, medical technologist, in-service instructor in a hospital, policeman, community college teacher, secondary teacher, staff nurse. Over half of the students are elementary teachers, and about a quarter of the students are in health care; the remaining fifteen per cent have a variety of school-related roles and instructional responsibilities for adults. The common thread which ties the student population together is involvement in the teaching process, whether it be of the police recruit, the child, the young adult, the patient, or the hospital staff member.

The student population comes from all over the St. Louis metropolitan area. In its other programs, Washington University draws graduate students primarily from the center of the metropolitan area because it is located on the dividing line between St. Louis City and St. Louis County. However, because of declining school enrollments in the districts around Washington University, fewer teachers need graduate degrees than was the case just a few years ago. As a result not many teachers in the Joint Program come from the geographical area traditionally served by Washington University. The majority of the teachers in the Joint Program are from school districts around Maryville which is located on the western edge of St. Louis County. These teachers are ones who probably would not have come to Washington University if all of the program had been located on its campus. Many of the health care students, however, do come from hospitals and health care facilities closer to Washington University than to Maryville. The split location of the two

institutions -- approximately 13 miles apart -- enables the Joint Program to serve a larger geographical area than either of the institutions could serve by itself.

The varied background of the student population presents both exciting teaching possibilities and staffing difficulties. Teachers, attacked by some critics of education as being too parochial in outlook, often are challenged by health care personnel who refuse to take for granted age-old school practices. On the other hand, teachers are living examples to health care personnel, particularly nurses, of the utility of powerful professional associations. Both groups gain further insight into the pervasive bureaucratization of service delivery institutions by comparing notes on the organization of schools and hospitals. Both groups also are forced to clarify their conceptions of the teaching-learning process as discussion occurs on such issues as whether teaching adults is a different process from teaching children or what motivates people of different ages to learn.

The major staffing difficulty caused by the varied student population is the desire both school teachers and health care personnel feel for role specific course work. At Washington University, a number of courses already existed for the specialized concerns of elementary and secondary teachers so that no new courses were required, though some summer workshops were added. Indeed Joint Program students helped to fill up some underenrolled courses at Washington University. Maryville College, whose first experience with graduate level programming was the Joint Program, needed to develop a variety of courses for school teachers. By and large, teachers, particularly elementary teachers, felt that their role specific needs were being met.

As more and more health care personnel entered the program in 1975 and 1976, they urged the faculties of the two institutions to offer more health

care oriented courses. Only Maryville, with a nursing program, had faculty members with health care training, but the involvement of these faculty in the Program has been modest. The Graduate Institute of Education did have a counselor educator interested in health care. He was teaching a course on human sexuality and on management of stress and anxiety; both of these courses proved to be of interest to health care personnel. Another Education faculty member who taught a course on alternatives to conventional classroom teaching broadened his course to include some health care issues. One of the few new courses created at the Graduate Institute of Education was one on professional training, including the topics of needs analysis, specification of objectives, development and implementation of training programs. In addition some health care students took course work in parts of Washington University outside the Graduate Institute of Education.

At Maryville, in addition to the nursing faculty, two general strategies were used to expand the offerings of special interest to health care personnel. Some courses on the teaching-learning process were expanded so that issues related to adult learners were handled as well as issues specific to younger students. For example, "How People Learn" and "Moral Development of the Individual" were both expanded in this way. The second strategy was to add adjunct faculty, often graduates of the Program, who came from a health care background. Such courses as "Self-Directed Learning Techniques" and "Women in Health Care Management" are now offered by Maryville adjunct faculty.

Because most Washington University courses now taken by Joint Program students existed before the program began and because the Maryville College Education faculty teaches at the undergraduate as well as the graduate levels, it is difficult to specify the exact costs of the Joint Program. The following information, therefore, is approximate. In terms of faculty, Washington

University has added some adjuncts, particularly to staff summer workshops, and several faculty members have either created new courses or modified established courses for the Joint Program audience. At Maryville about half of the Education faculty load -- the Education faculty is 5.5 full time equivalents -- is graduate level instruction, and four to six graduate courses are offered each year by adjunct faculty members. All graduate level instruction in Education at Maryville is attributable to the Joint Program. In addition a few Maryville courses outside of Education are now available for graduate credit; these courses, however, are already existing upper-division undergraduate courses so that no additional instructor cost is involved. At both institutions the graduate level instruction for the Program is supported by hard money.

Support costs for the Joint Program are typical of similar graduate level programs. Admissions material must be printed and mailed; various materials must be reproduced; a graduate brochure has been printed; office supplies must be purchased. One unusual feature of the Program is the periodic -- about three times a year -- newsletter which is sent to all students, graduates as well as current students. Since the admissions process and the newsletter are centralized at Maryville, Maryville carries more of the annual support costs -- estimated at $1000 -- than does Washington University -- estimated at $500. However, printing costs for brochures as well as other start-up costs have been shared.

One cost typically associated with graduate programs is financial aid, but none is available to Joint Program students. All students must pay regular Maryville College tuition, now at $85 per unit, and Washington University tuition, now at $50 per unit in summer and $90 per unit special rate

for teachers during the academic year (most participants qualify for this half rate because of their teaching activities).

The overall cost of the Program to the two institutions is modest. In the case of Washington University, most support services and appropriate graduate courses existed prior to the program. At Maryville, some of the courses which needed to be developed have been taught by adjunct faculty while full time faculty have been added as the expansion of the student body justifies such action.

Contribution to the Improvement of Teacher Education

We believe that the Joint Program has made three distinct contributions to teacher education. The Joint Program (1) shows that teachers can assume responsibility for their own professional development; (2) illustrates how two institutions can work together to develop a high quality program; (3) demonstrates that teacher education can tap new markets -- particularly health care educators -- without abandoning its traditional commitment to elementary and secondary classroom teachers. Each of these contributions is commented on briefly.

The first contribution, the personal responsibility of teachers for their own professional development, is the major programmatic goal of the Joint Program and is, therefore, discussed in the section on evaluation. In that section we evaluate how effective the Program has been in having teachers assume greater responsibility for their own professional development. Here we restrict our comments to the implications of this goal for in-service education at other places besides our two institutions. If, as we have argued, a teacher needs to model self-directed behavior for her students and if self-directed behavior is essential for a teacher to deal with today's

educational issues, then in-service education needs to strike out in new directions. No longer can university-based in-service education programs treat teachers as if they were the mindless recipients of "canned" in-service knowledge and skills. In-service programs need to be designed so that the teacher is a far more active agent in her own in-service education.

The second contribution -- interinstitutional collaboration to develop a high quality program -- has been hinted at earlier in this report. The origin of the Joint Program occurred in large part because neither institution could implement a strong program by itself; the basic concept came from a small, innovative institution with inadequate resources to implement the program while the larger institution, with adequate resources, did not have the idea. The complementary relationship between the two institutions extends beyond the origin of the Joint Program. Sharing of resources -- including library and other campus resources -- is one form of interchange, and the two institutions do not need to duplicate courses for which the demand is modest. The separation of the two institutions by thirteen miles also tends to expand the geographical area from which students can be recruited.

The small size of one institution, Maryville, and the highly personable style of its Education faculty facilitated the development of a highly personalized program. Early participants in the Joint Program responded so well to this style of program operation that at times the Program was identified almost totally with Maryville College. Therefore, while the personable orientation of the Maryville faculty complemented the disinterested reputation of Washington University, this relationship was obviously not an unmixed

blessing. The overidentification of the Program with Maryville led to the appointment at Washington University of a program coordinator who worked closely with the Education chairperson at Maryville.

There were other aspects of conducting an interinstitutional program that caused difficulties. For example, each institution needed a set of records on a student, and the institutions tend to have different registration times. Another problem occurs when a student needs to see her advisor at one institution to decide on a course(s) at the other institution and then must go to the second institution to sign up for the course. The two institutions also have different graduation procedures (while a teacher splits her course work between two institutions, she can choose to graduate from either institution). These graduation, advising, registration and other complexities were the primary reason we developed a Student Handbook in 1977.

On balance we feel that in our situation the advantages of the complementary relationship outweigh the inconveniences. However, any two other institutions contemplating an interinstitutional program will need to carefully analyze their situation to see whether the benefits outweigh the problems.

The third contribution -- tapping new markets without abandoning a commitment to work with classroom teachers -- is not a contribution that the Joint Program was designed to meet. Very early in the history of the Program a health care educator from a local hospital applied for admission because she was unable to find an appropriate course work elsewhere in the metropolitan area. All other programs emphasized advanced training in a nursing specialty and did not give adequate attention to questions of education and training. After the health care educator completed the program, she spread

the word to colleagues. Soon we had large numbers of health care personnel in the Joint Program and that person, herself, now teaches several courses at Maryville on an adjunct basis.

Whether our inclusion of health care personnel would be a model for other institutions to follow depends in part on local circumstances. Our inclusion of health care personnel was made easier by the lack of other programs for them, as well as the abundance of hospitals and other health-related agencies in the St. Louis area, but this situation might not hold in other parts of the country. However, anyone responsible for a teacher education in-service program should examine whether this program might also serve educators in other areas, not only health care but also educators in social service agencies and business. The opportunity for combined programming needs to be explored in an era of declining enrollments.

Evaluation

Evaluation of the Joint Program has been an ongoing process, part of it informal and part of it formal. One major informal way of evaluation is conversation between program faculty and Joint Program students. Ideas for new courses, for improving existing courses, and for many other changes originated by this method. Another form of informal evaluation is provided by our Advisory Committee composed of Program graduates, both teachers and health care educators, and several administrators from districts which send large numbers of teachers to the Program. The Advisory Committee meets periodically with the Joint Board to suggest ways in which the Joint Program might be improved.

The two required courses -- the Practicum and the Teacher as Learner -- are critiqued in writing by course participants. In the case of the Teacher

as Learner, the evidence from the evaluations does indicate that the course expands the participants' perspectives and fosters self assessment, the two objectives which we consider essential to realizing the personal responsibility goal of the Joint Program. To quote from students:

> My horizons have been widened; I am less restrictive in the courses I feel would be of benefit to me, and I have become more excited about the variety of areas education touches.
>
> Many of the exercises in the Motivation Workshops workbook have been very self-revealing as I have been forced to think about my own personal ideas and ideals.
>
> The Teacher as Learner forced me to make a self-evaluation and therefore know myself better.

Similar positive results were obtained in the evaluation of the Practicum.

In September of 1977 the forty-two graduates of the Program were surveyed. Besides giving very positive global evaluations of the program, the graduates appreciated the opportunity, in the words of one graduate, "to devise her graduate program to fit individual needs and areas of specifically desired professional growth." Another stated: "I feel that this program helped me become more self-directed." Another survey -- this one conducted by a 1977 summer Practicum student -- revealed that health care educators believed: "With minor exceptions, participants generally appear satisfied with the Joint Program and its continuing effort at growth as needs are identified."

In short we believe that we have a successful program, one that with modifications could be used in other locations. If others share our commitment to increasing the personal responsibility of educators for their own professional development, then we believe our program content and structure ought to be considered by them. Further, as we indicated earlier, if more than one institution is interested and if other clientele besides teachers is available, then the basis exists for an interinstitutional effort focusing on several types of educators.

Maryville College
Washington University

MASTER OF ARTS IN EDUCATION
in the
TEACHING-LEARNING PROCESS

Student Handbook

Student Handbook for the
MARYVILLE - WASHINGTON UNIVERSITY
Master of Arts in Education in the
TEACHING - LEARNING PROCESS

WHAT IS THE ESSENCE OF THE JOINT PROGRAM?

Sometimes the easiest way to characterize a program is to describe what it is not. Such is the case with the Joint Program. It is not a program in which all the courses are prescribed or a program in which the advisor tells the student exactly what must be taken to become a better teacher. Neither is the Joint Program a program in which the vast majority of the course work is unrelated to the day-to-day experience of a teacher.

On the contrary, there is a direct attempt within the Joint Program to make the student responsible for the planning of her* program of studies. To help the student undertake this responsibility, we have developed a required introductory course, The Teacher as Learner, which is designed to help her assess her needs and to plan a suitable program of professional development to meet these needs. Since courses from two institutions are available, students are able to satisfy a wide variety of needs.

The second program requirement, the practicum, exemplifies our attempt to relate the program to the work situation. The overall purpose of the practicum is to help the student synthesize the experiences she has had in the program with her job responsibilities. In order to accomplish this synthesis, the student defines a problem in her own setting - be it a health care center, a school, or some other organizational environment -- and then creates a solution to the problem. While the selection of a problem and the proposing of a solution is the responsibility of the student, a faculty member from one of the two institutions works closely with the student during the practicum experience. Of course, many other courses besides the practicum are designed to make direct ties between classroom instruction in the Joint Program and day-to-day job responsibilities.

The essence of the Joint Program, then, is that its students take responsibility for assessing their own needs and planning programs to meet these needs. Further the program aims at having a direct impact on its students' daily practice.

*While the feminine adjective and/or pronoun is used in this document, we mean the terms her and she to stand for both genders.

One other characteristic of the Joint Program deserves mention. The Maryville College and Washington University faculty who advise students work hard to make the program the best possible experience for our students. Advisors try to be accessible to students and attempt to inform themselves of courses of potential interest to their advisees. The advisors, who also act as a governing board for the Joint Program, have periodically sampled student reaction to the Program and have instituted new administrative procedures (including this booklet) and new courses to respond to concerns expressed by students. Just as we expect each teacher in the program to consider herself as a learner, so we as college teachers hope to learn from students better ways to conduct the Joint Program.

PROGRAM PLANNING: DECIDING ON COURSES

Much of the responsibility for deciding what courses to take is the student's. However, the student has a number of resources which may help her select courses. One of the tasks of the introductory course, The Teacher as Learner, is to help the student assess her needs and develop a program to meet these needs. Through guest speakers this course also brings the student into contact with many of the faculty who teach in the Joint Program; this contact may enable the student to identify faculty members who have knowledge/skills of interest to the student.

Another source of ideas for planning a program is informal discussion with people associated with the Joint Program. By this we mean not only a student's advisor and other faculty members, but also students currently in the program. One approach is to seek out students with interests and/or roles similar to one's own and discuss with them how well various courses match with their interests and/or roles.

One other way to approach program planning is to try to conceive early in the program the skills/knowledge that you would like to have at the end of the program and arrange to take courses which will provide you with these skills and learnings. One way to convert this rather abstract issue of "what skills/knowledge do I want" into a specific question is to ask yourself what type of practicum you want to do. Once you know the practicum topic then you can work backwards to identify the skills/knowledge necessary to carry out the practicum. If, for example, you decide that you want to develop a curriculum unit for your practicum, then you ought to try to arrange some work in curriculum development.

Yet another way to approach program planning for those who are Missouri certified school teachers is to think in terms of additional certificates which might be obtained. Through 12-18 hours of work a student can obtain reading specialist certification; because of the

sequential nature of the course and field work in reading, we do require that all work in reading be taken at either Maryville or Washington University. Certification is also possible in Special Education, e.g., Learning Disabilities, Behavioral Disorders, Educable Mentally Retarded, Early Childhood Special Education. In the case of a special education certificate, the student may split the required course work between the two institutions; the certificate is normally obtained through the institution from which the student chooses to graduate. Completion of a special education certificate may require the student to take more than the 30 hours required for graduation.

REGULATIONS AFFECTING COURSE SELECTION

Teacher as Learner. This course is offered at Maryville each spring and fall but not in the summer. The course should be taken as near to the beginning of ones program as possible. Unless a student is already admitted to the Joint Program, she needs Mary Ellen Finch's permission to enroll in the course.

Practicum. The practicum is offered fall and spring at Maryville by Mary Lou Adams and summer at Washington University by Alan Tom. Occasionally a student takes the practicum with another instructor if that instructor has specialized knowledge which the student needs to carry out the practicum. The practicum can be taken for as many as 6 credits, though most people take it for 3 credits; it is also possible to take the practicum for 4 or 5 credits if the student has an extensive project in mind and needs an odd number of credits to reach the total of 30.

Practicum proposals are due four to six weeks before the beginning of semester, i.e., December 1, May 1, or August 1. These proposals need to be given to the practicum instructor. Alan Tom has a set of guidelines for preparing a practicum proposal; please call him at home (725-8265) in the spring to obtain a copy of these guidelines. Though almost all students do a practicum closely related to their jobs, a few have done an independent study project which can be either in the form of a literature review or a term paper. Anyone interested in the independent study option needs to discuss this possibility early with the appropriate practicum instructor.

For those students obtaining certificates which have a mandated practicum (e.g., reading specialist or early childhood special education) that practicum may be used to fulfill the practicum requirement of the Joint Program if: (1) the mandated practicum comes near the end of the Joint Program so that the student can synthesize her total program experience into her practicum and (2) the instructor of the mandated practicum is informed at the beginning of the practicum of the student's intention to use the mandated practicum to fulfill the practicum requirement of the Joint Program.

Course numbers. Typically a student takes 400 and 500 courses at Washington University and 600 courses at Maryville. However, with the approval of the advisor, up to 6 hours of 300 course work can be taken at Washington University. Students may also take up to 6 hours of upper division undergraduate course work (300 and 400) at Maryville with the approval of the advisor and the Graduate Program Committee; petitions for 300 and 400 work at Maryville should be initiated through the advisor. In all cases, the acceptance of undergraduate level course work into the graduate program is dependent on this work filling an important need which cannot be met with graduate courses.

Courses at other colleges. Once admitted to the Joint Program, we expect students to take their course work at Maryville and Washington University. Occasionally students find courses that are central to their interests but are offered at other institutions. If no equivalent course exists at either Washington University or Maryville, a student may discuss with her advisor the possibility of taking the outside course and transferring it into the Joint Program. Procedures for transferring outside course work which was taken prior to admission are discussed in a later section.

Graduate unclassified and Graduate special credit. A few students enter the program after taking one or two courses at either Washington University-graduate unclassified (GU) or Maryville-Graduate Special (GS). No more than 6 hours or two courses should be taken in this category prior to admission. Work in this manner may be transferred into the program upon recommendation of the advisor. Students should write a petition, obtain the advisor's approval and file with either Alan Tom or Mary Ellen Finch.

Courses outside Education. Since the Joint Program is sponsored by two Education departments, we anticipate that students will concentrate their work in Education. However, some students — particularly secondary teachers, K-12 subject specialists, health care personnel — have special subject matter needs which cannot all be met by Education courses. As a result, a student can, in consultation with her advisor, take up to 12 hours (6 at Washington University and 6 at Maryville) of course work outside of Education. If a student desires to take more than 6 hours outside of Education at either institution, then she needs to prepare a petition for review by her advisor and by the Joint Board.

PROGRAM PROCEDURES

15-15 division of hours. We anticipate that most Joint Program participants will graduate from the program with 15-15 split of course work between the two institutions. This is the "normal" procedure for those students who do not have credits from other institutions to be transferred into the program. However, even if credits are transferred in (see next section), they are transferred in evenly between the two institutions if more than one course is involved.

The 15-15 division makes necessary careful planning of ones graduate program. If such planning is not undertaken, it is possible that a student will suddenly find, upon deciding to take the Practicum course, that the final three credits must be taken at the institution where the practicum is not being given at the desired time.

Should the usual 15-15 split become a particular problem, the student may petition, through her advisor, to alter this requirement. The petition takes the form of a written letter to the advisor and must be signed by that advisor. The letter should state the split requested and give reasons for that request. If the advisor approves the petition, the letter, in duplicate, is filed with either Alan Tom or Mary Ellen Finch and acted on at the Joint Board meeting.

18-12 splits (either way) have been the extent of any student's petition to date.

Transfer of credit. Students who have graduate credit they wish to transfer into the program should alert their advisor soon after admission. Graduate credit will be transferred into the Joint Program only after the student has completed 12 hours in the program. Graduate credit is accepted into the Joint Program only if it meets the following criteria: it is no more than 6 years old, the grade is a "B" or better, the course(s) are applicable to the student's program, and the advisor approves. A total of 6 hours may be transferred into the Joint Program. Forms for the transfer of credit are available from Alan Tom, Mary Ellen Finch, Carol Pauk, and all advisors. These forms should be completed in duplicate, signed by the advisor, and filed with Alan Tom or Mary Ellen Finch. Students should make sure that an official transcript is at the institution which is accepting a particular transfer course. Check with Carol Pauk for Washington University or Robert Adams at the Maryville College Registrar's Office to make sure the official transcript was received.

Library cards at Maryville College. Although an up-to-date list of Joint Program participants is kept on file at the circulation desk in case of emergency, students who are enrolled at Maryville for a given semester are required to have their I.D. picture taken at registration and to use that I.D. for checking out library books. If a student is not enrolled at Maryville (is taking course work at Washington University) and desires to check a book out of the Maryville library, she should go to the circulation desk, indicate that she is enrolled in the Joint Program, and show some identification.

Library cards at Washington University. An up-to-date list of Joint Program participants is maintained at the circulation desk (third level) at Washington University. It may be necessary to explain very carefully that this is the Maryville College - Washington University

Joint Program — especially in the evenings and to work-study students. Washington University usually then issues some sort of temporary card. If a student is taking course work at Washington University, she is expected to present the tuition receipt form and receive a "regular" library card. The list is used only for those students who are not enrolled at Washington University in a given semester. Should a problem occur at Washington University, students are advised to ask the library to contact Carol Pauk. At Maryville, Mary Ellen Finch or Pepper Coil, Library Director, can be contacted.

Program completion. Students have 4 years in which to complete the Joint Program. This entails accruing 30 related hours, taking the Teacher as Learner and the Practicum and then completing the necessary requirements for graduation (see next sections). Should more than 4 years be necessary, a petition to that effect should be initiated through the student's advisor.

ADVISING, REGISTRATION, AND GRADUATION

Advising. Upon admission to the Joint Program, students are assigned advisors. However, at the time of the admission interview (or initial conversation with Alan Tom or Mary Ellen Finch), students are asked if they have a preference for advisor location or for a particular advisor. These preferences are, in most instances, met. Advisors, other than those requested, are assigned on the basis of a student's program plan (health care personnel are usually assigned for example, to Alan Tom, or Mary Ellen Finch or Tom Allen) and, in some instances, on the basis of the student's work location or home address. Should an advisor, for some reason, prove unsatisfactory, request for change should be initiated through either Alan Tom or Mary Ellen Finch. The change will be recorded in the next minutes of the Joint Board and the advisors notified.

Registration: general information. Information regarding registration and course offerings, in nearly all instances, will be disseminated to participants through a "newsletter". The newsletter should be sent about three times a year. (If, for some reason, you do not receive the mailing, be sure to notify either Alan Tom or Mary Ellen Finch.) Both institutions publish course listings in "flyer" form, and these are available on request and will be included in the newsletter. Further information regarding courses (detailed information, for example) may be sought through Alan Tom and Mary Ellen Finch but is better off obtained through the specific instructor of the course

Students are strongly urged (requested!) to see their advisors prior to each semester. Questions regarding registration should be directed to the advisor or, in an emergency, to Mary Ellen Finch or to Alan Tom.

Maryville College registration.* Pre-registration and registration dates are published on the material which will be sent to graduate students. This information is also available through the Registrar's Office (ex. 248) and the Admission's Office (ex. 251). In general, registration for fall semester is held in early September (pre-registration in April), registration for spring semester is held in January (pre-registration in December or late November), and registration for May-Summer sessions is in early April. A student is expected to complete a "course request form" and have it signed by her advisor. These forms may be obtained from any Maryville advisor, the Education office at Maryville, or Alan Tom at Washington University.

The graduate "flyer" tear-off forms constitute pre-registration only. They may be sent to Mary Ellen Finch's office and she will complete the course request form which completes pre-registration. The pre-registration does, however reserve a place for the student in the course. Two evening registration times (6-8) are scheduled at all three sessions for the convenience of working students. The $25 pre-registration fee may be sent at the time of the flyer, but is not necessary. Students may pay at final registration or they will be billed. Credit cards may not be utilized at registration.

WASHINGTON UNIVERSITY REGISTRATION

Approximately six weeks prior to the beginning of each semester and summer sessions, students will be mailed Education course listings and instructions for registering in the Graduate Institute of Education. In general, registration for the fall semester is held in late August; registration for the Spring semester is held in mid January; and registration for the summer sessions begins in early May.

Students who are eligible for the special tuition rate for teachers should bring with them (at the time of registration) the completed form "application for special tuition rate for teachers" signed by an appropriate school official. Copies of the form are available in McMillan 221.

Students not planning to register at Washington University during a particular semester should still read through the instruction and procedures sheet for other general information and relevant deadlines which may be pertinent to their program.

GRADUATION: GENERAL INFORMATION

Students should plan carefully and anticipate graduation plans at least one semester in advance. It is imperative, therefore, that students meet with their advisors at this time to ensure that course work is complete, that petitions are filed and accepted, and that all necessary paper work is finished. Formal graduation ceremonies are held in the spring at both institutions although Washington University does recognize December and August program completions in the newspaper. Students choose whether to graduate from Maryville College or from Washington

* Late Registrants at Maryville will be assessed a $25 "Late" Fee.

University. Students are responsible for requesting completed transcripts from the institution NOT awarding the diploma be sent to the institution awarding the diploma. The transcripts should, of course, be official. If a student, for example, is graduating from Washington University, she should contact the registrar's office at Maryville at least a month prior to graduation (be it May, August December) and request that the Maryville transcript be sent to Carol Pauk.

The following should be completed prior to graduation: 1) 30 hours of completed course work, 2) official transcripts of completed work filed at the diploma granting institution, 3) Terminal Requirement Form filed with the diploma granting institution (this is the practicum form signed by the practicum instructor), 4) diploma order in (BE SURE YOU CHECK REQUIRED INSTITUTIONAL DATES FOR DIPLOMA ORDERS).

Graduating from Maryville College. Diploma orders should be filed with the office of the registrar no later than December 15 (for the following graduation). Once this is accomplished, materials and information regarding graduation will be sent from that office. A cap and gown order is necessary and you will be notified about fittings etc. Questions regarding graduation should be directed to Mary Ellen Finch or the office of the Academic Dean.

Graduating from Washington University. Students planning to graduate at the end of a particular semester or summer session should fill out a Diploma Order Form by the deadlines specified in the Graduate Institute of Education registration instructions. Deadlines are also published in the Graduate School of Arts and Sciences catalogue. If you do not enroll at Washington University in the semester in which you plan to graduate, please make certain to check the deadline for filing Diploma Order Forms. In addition, your Terminal Requirement Form should be filed by the beginning of the final semester or summer session at the Admission, Graduate Institute of Education.

MISCELLANEOUS

Provisional admission. Occasionally students are admitted to the Joint Program provisionally. Provisional admission is usually a result of low undergraduate grades and possibly low Miller scores. If provisional students maintain a "B" average for 12 hours (6 at Maryville and 6 at Washington University), they are removed from provisional status.

Cancellation of classes. Poor weather in winter may necessitate the cancellation of classes. This is more likely at Maryville due to location than at Washington University. Please listen to the radio (KMOX) and, if in further doubt, you may check with the switchboard at Maryville. At Washington University please check with Carol Pauk's office or the professor him/herself. However, it is highly unlikely that classes will be cancelled at Washington University.

Maryville Pool. Graduate students and their families, through the $5 activities fee, have access to the Maryville swimming pool and Ranch House. Check there for operating hours.

Social events and other activities. At least two evening social events are scheduled for graduate students each year (Fall an Spring). Notifications are through the newsletter. Plans are now being made for additional events, speakers, etc.

The Advisory Committee. Joint Program students are represented on the Joint Board by an advisory Committee. This Committee, composed of graduates who are in the health care profession and professional education meets four times a year -- twice by itself and twice with the Joint Board. Its purpose is to suggest program and course ideas and other items and issues which will benefit Joint Program students.

Parking. Students may park anywhere on the Maryville campus other than in fire lanes. At Washington University during the Fall and Spring semester after 4:00 p.m. no sticker is needed - in the summer a sticker is advisable. Check with Carol Pauk.

Washington U at Maryville. Washington University offers one course at Maryville during the Fall and Spring semesters. Check either institutions flyer for specifics.

How to obtain Catalogs and Flyers. Call GIE (889-6776) for Fall and Spring flyers. Call (889-6720) for summer catalogs. At Maryville, call (434-4100) ex. 251 (admissions) for catalogs and flyers.

Joint Program Coordinators.
Maryville College Mary Ellen Finch (434-4100), ex. 293,294, 295).
Washington University: Alan Tom (889-6782).

Other Joint Program Advisors.
Maryville College (434-4100, ex. 293, 294, 295): Pat Thro
Lee Korol, Elliot Sharpe
Washington University: Joan Beaning (889-6795), Tom Allen(889-6732
and Art Wirth (889-6772)

Admissions.
Maryville College: 434-4100, ex. 251, 204, 218 (ask for Karen Adams).
Washington University: 889-6776 (ask for Carol Pauk).

GUIDELINES FOR SUMMER PRACTICUM

Alan Tom

Rationale for the Practicum

The Maryville College-Washington University M.A. in Education is designed to serve the needs of practicing teachers, health care educators, and others who desire a highly individualized and clinical program to further their professional development. One of the two requirements in the program is the completion, near the end of the program, of a project relevant to the career interests of the student. The final project can either be a 3-6 hour practicum or a 3-6 hour independent study. The guidelines outlined on this sheet are for a practicum, though many of them would also hold true for an independent study. Anyone interested in an independent study (which usually takes the form of a literature review or a term paper) should call me to discuss this option.

The overall purpose of the practicum is to help the student synthesize the experiences he/she has had in the program with his/her job responsibilities. In order to accomplish this synthesis, the student defines a problem in his own setting -- be it a health care center, a school, or some other organizational environment -- and then creates a solution to the problem. The processes of problem definition and problem solution are guided in three ways: by the written guidelines in this paper, by interaction with me (through an initial written reaction to your practicum proposal and through individual conferences during the summer) and by interaction with other practicum students in our Monday evening group meetings at my home.

Selecting a Topic

As you select a practicum topic you should keep several considerations in mind: (1) The practicum topic should be closely related to your interests and/or job situation, (2) You can work together with someone else if the two of you are interested in the same topic, (3) Consider carefully the skills required by a particular practicum topic to make sure you can carry out what you want to do. Sometimes a student has found that his/her lack of certain skills has limited his/her ability to fully carry out a practicum or has even caused a practicum topic to be abandoned:

> Now writing my practicum, I wish I had had a statistics course as a prerequisite. If so, I would incorporate more statistics in the paper. As it is, I haven't the time to brush up on statistics and write at the same time.

> One course that would have been particularly helpful to me would have been one on designing self-instructional packets as this area was one in which I had initially wanted to focus on as a practicum. The results would have been most applicable to my work situation.

Typically the summer practicum is too late to learn new skills, but you can check with me to see if I can help you with a particular skill you lack but believe you need. I may be able to help you with the skill or direct you to someone else

(possibly a past practicum student) who can help you. It is also possible that the skill you are concerned about is not really as necessary as you believe it is.

Making the Topic Manageable

Keeping in mind that a practicum should be closely related to your interests/job situation and that certain skills are required by the general area of your interest, you are now prepared to identify exactly what your practicum will be. Past practicum students have run into two specific problems in identifying a specific practicum: (1) narrowing down the practicum topic and (2) establishing a time schedule which is feasible.

No problem has proven more difficult for practicum students than narrowing down a broad topic to a workable project. For example, while a student may be generally interested in the issue of "The Role of Women in Health Care Management", a practicum cannot focus on this topic in its entirety. The actual practicum may zero in on assessing the needs of women currently in health care management through the development and administration of a survey instrument and the analysis of the completed surveys. Any further action -- be it the development of a workshop based on the findings of the survey or the creation of a consciousness raising group -- may well be beyond the realm of possibility in a summer practicum. Another typical problem in narrowing the focus occurs when you want to both do a thorough job of research in an area of interest -- e.g., discipline or individualized learning activities in math -- and at the same time you want the project to be ready for classroom use next fall. As in the earlier example of women in health care management, you may need to break your overall topic down into steps and perhaps complete only the first step, the gathering and categorizing of ideas or curriculum materials, during the summer practicum. Of course, if you have already done much of the background work in another course or on your own, you may be able during the practicum to focus on the second step, the development of a specific discipline plan for your room or the organization of a set of individualized math materials for your teaching situation.

Establishing a feasible time schedule for the summer practicum is another common concern of past practicum students. Many students begin to worry as the summer progresses whether they "will be able to get it all done in time." Sometimes this feeling results from underestimating the time it would take to complete a practicum project. As one student observed:

> The hospital-wide survey was begun (as far as design, proposal, activities, etc.) in the spring semester as part of an educational evaluation course. I thought I could complete the project within the scope of the course, but I soon discovered that the completion of the survey, data analysis and writing would take a great deal more time. This suggested to me the possibility, or the good sense, of using the end activities of the project as a practicum rather than doing a teaching project or a course design as I had originally planned.

Fortunately, this student recognized the time problem before the practicum began so he could plan accordingly. Oftentimes, however, the difficulty with time arises after the summer begins as some unforeseen problem develops. One teacher who wanted to redesign a sophomore English course found that the selection of textbooks took considerably more time than she had anticipated because of:

(1) The limited number of world literature anthologies in print at this level. (2) The variety of organizational plans which don't use the plan I have settled upon - to study literature as it grew, then by country, then by genre. (3) My final decision to discard the anthology idea.

Problems with time, therefore, can develop either because of unforeseen problems or because the steps in a complicated process such as a survey can take far more time than initially anticipated.

As you identify a specific topic for your practicum you should keep in mind the need to narrow your area of interest down into a workable topic. Remember also to consider the amount of time a practicum is likely to take. Be particularly careful on time estimates when your practicum topic has a series of sequential steps, e.g., a survey in which you need to prepare the instrument, send out the copies of the survey, wait for returns, tabulate the data, analyze the results, write up the results. You may not be able to do a practicum due to the length of time it requires, or you may need to do only one section of the activity you originally had thought would be your practicum.

Preparing a Practicum Proposal

Once you have identified your specific practicum topic, you are ready to prepare a proposal. This proposal is due by May 1 so that I may review it and give you my reactions (in writing) before the summer session starts (mid-May). If you want to start your practicum in the spring (teachers often find it easier to do a job-related practicum if the practicum occurs at least in part during the school year), then you should send me your proposal as soon as it is ready. I promise a written reaction in a week to ten days.

I recommend that your practicum proposal be one or two pages in length (250-500 words). In this proposal you should:

(1) Explain why you have selected the particular topic, making sure the topic is narrow enough.
(2) Describe how the proposed practicum relates to your job situation.
(3) List the specific objectives you hope to achieve.
(4) Describe exactly what you plan to submit as the final product of the practicum.

While the first three points do not need explanation, the fourth one may not be completely clear. In any practicum you would, of course, have an obvious final product, e.g., certain curriculum materials if you are developing a curriculum unit, the results of a survey if you are conducting a survey, and so forth. In addition to this "obvious" part of a final product, you also need to include in your final product certain types of analysis, e.g., an assessment of whether you reached your objectives, a description and critical analysis of any problems (foreseen or unforeseen) which developed as you carried out your practicum, an analysis of what you would do differently if you were to do a similar practicum again, a discussion of what you plan to do with the results of your practicum. The reason that you are expected to go beyond the "obvious" final product is because the overall purpose of the practicum is to have you apply the inquiry and reflective skills you have learned in the Joint Program to on-the-job responsibilities.

If your practicum involves a sequence of steps or is complicated, you may want to lay out a time line on which you locate the activities you are planning, including beginning and ending dates for each activity. Such a time line is not a requirement, but it may help you judge whether you can actually complete the practicum by the end of the summer session. Practicums should be handed in by July 20.

Along with your proposal you should state the number of credits you are applying for. As a general guideline, you should expect to do approximately 40 hours of work for each credit hour. Activity which counts as practicum work includes not only the time over the summer you spend on the practicum but also the time you spend in the spring developing your practicum proposal and the time we meet together in the summer in a large group (4 times for 2½ hours each time). You must apply for at least 3 credits (approximately 120 hours) and no more than 6 credits (approximately 240 hours). You may apply for 4 or 5 credits if you desire.

Obtaining Reaction to Your Proposal

When your proposal is ready, you should mail it to me at my home: 7425 Stratford, University City 63130. If you have questions which you want to discuss before mailing me the proposal, please feel free to call me at home (725-8265) in the evening. I really want to emphasize that I expect to receive calls at home. I frequently am hard to find at Washington University during the day, and I do keep all of my practicum information and records at home.

I will respond in writing to your proposal within a week to ten days. If I have any suggestions for change or if I feel any parts of the proposal are unclear, I will ask questions which you can respond to immediately or wait to respond to until our large group meetings begin in May. If I have any severe reservations about the appropriateness of the practicum topic, I will not only write you my concerns but also call you. As a result of the above process you ought to be able to enter the summer practicum with a clear idea of what your practicum will be.

In past summers a few people have been concerned that I might not approve of the topic they are interested in. Let me assure you that I reject very few topics, because I believe that you are better able than I to select a job-related practicum topic. I view my role as a friendly outsider who is trying to help you do the best possible job with the topic you have selected. As a result, I will react to your practicum proposal by requesting clarification of ambiguous points, by suggesting alternative ways of approaching your topic, by urging you to limit your effort if I feel your plans are too ambitious, or by making other comments/suggestions which I believe may improve the quality of your practicum.

Registration

The Practicum course is listed in the Washington University summer catalog as Education 586. You may obtain a copy of the summer catalog from McMillan 221 on our campus, at the Education Office at Maryville, or by calling the Washington University Summer School Office (889-6720) to have a copy sent to you. You probably should wait to register until you and I have agreed on the number of credits in the practicum.

Group Sessions and Individual Conferences

There are four large group meetings, all at my home (7425 Stratford in University City). The first three sessions are 7:00-9:30 on three consecutive Mondays: May 21, May 28, June 4. The last group meeting will be in mid-July. The purpose of the group meetings is to discuss certain common problems faced by practicum students, to give you an idea of how other people resolve these problems, and to let me talk in more detail about the analysis part of the final product of your practicum. Another way for you to see the kind of analysis I expect is to look at several of last summer's practicums which are on file at Maryville, e.g., those done by Frei, Messenger, McLear, Ambruster.

In addition to group sessions I will have several individual conferences with you. These conferences will be held before and after group meetings, at my office at Washington University, and over the phone. The purpose of these conferences is to deal with questions you have about your practicum project and to let me raise any concerns I have about the progress of your project.

By June 4, the date of our last group meeting, you and I will have made a "contract" about what you are going to include in your final product. In the "contract" you and I will also specify any special criteria that I should use in grading your practicum (more on grading in the next section). In some cases the contract will be essentially the original practicum proposal. However, if you have made substantial changes in your practicum idea as you worked on it in May, then the contract will involve considerable revision of the original practicum proposal. You should not feel locked-into your original proposal just because it is on paper and agreed to by me. If you see that the project is unrealistic or is not what you really want to do, then you should feel free to formulate a contract which spells out a revised practicum plan.

Grading the Practicum

Assigning a grade to a practicum is difficult for several reasons. There is the difficulty of reducing my comments about your practicum to a single letter grade, i.e., to an "A", a "B", or a "C". In one sense the decision is not too hard because "A" and "B" are the only two grades which represent acceptable graduate level work. However, I have found it difficult to condense my reaction to a practicum to a particular abstract symbol. Telling someone that his/her practicum is a "B+" and not an "A-" always has seemed to me to be a basically arbitrary decision. This dilemma, I should note, is common to all grading situations.

There are two additional factors which complicate the evaluation of practicums. The practicum by definition is an individualized effort so that many different types of products result from the practicum experience. Being consistent in my evaluation of these varied products is a real challenge. A second type of complicating factor is that many practicums focus on the development of a creative product, e.g., curriculum materials or a new approach to an old practical problem. What may appear to a student to be a creative response may seem to be mundane to me.

I note the difficulties involved in grading a practicum to alert you to several precautions I take to make the grading as valid and as consistent as possible. To the extent possible I try not to get too tied up in the issue of whose

work is creative and whose is not. What I try to do is obtain an agreement -- a kind of contract -- with you as to exactly what you are going to hand in at the end of the practicum experience. Then I concentrate my evaluation on whether you deliver what we agreed on. As we develop the "contract" there are certain types of things I typically will want to see in the contract. Above all I am interested in your ability to analyze the practicum experience. This analysis, as I noted in the guidelines for preparing a practicum proposal, includes discussion of such issues as: an assessment of whether you reached your objectives, a description and critical analysis of any problems (foreseen or unforeseen) which developed as you carried out your practicum, an analysis of what you would do differently if you were to do a similar practicum again, a discussion of what you plan to do with the results of your practicum. I am interested in your ability to analyze your practicum experience because I consider such an analysis to be consistent with the reflective skills which we are trying to develop through the Joint Program.

I will also try to make extensive comments on your report so you have precise information on my reactions to your work. Papers handed in after the July 20 deadline, however, may not get extensive comments because I just don't have time in the fall to do this.

As you and I develop our "contract", you should propose criteria which you believe are relevant to the evaluation of your practicum. These criteria plus the analytical ones I referred to earlier will be the basis on which I will conduct the evaluation of your practicum report.

Conclusion

These guidelines for a practicum proposal were developed because both past practicum students and I felt the need for more guidance than was provided by the original brief set of guidelines. Guidance will also come from several other sources, including my written response to your practicum proposal, individual conferences with me over the summer, discussions with your partner (if you are doing a teamed practicum), and the reactions of other students in our Monday evening group meetings. You may also want to consult with practicum students who have done similar projects in previous summers; I will try to help you make such connections.

Let me end stressing a few key dates and recommendations. First, try to make your practicum job-related, but be careful you have the appropriate skills to carry it out. Second, make the practicum topic manageable by carefully examining the scope of the topic and the time needed to complete it. Third, as you prepare the practicum proposal you should keep in mind the four factors I mentioned earlier, particularly the questions of specific objectives and of identifying the final product (including the types of analysis you plan to do). Fourth, while the due date for practicum proposals is May 1, you may send me your proposal earlier; the completed practicum is due by July 20.

THE TEACHER AS LEARNER ED. 600

Requirements for course:

I. Because this course is, essentially, one of affect, it is very difficult to grade anyone on how much he or she learns and grows as a result of the course. And because we must give grades for this course, I have attempted to arrive at a fair and yet unthreatening way to determine what each individual should receive. After talking at great length with program participants who have taken the course over the past two years, I have arrived at the following determination.

Students who complete the basic requirements of the course (see below) will receive a grade of B for the course. The basic requirements are:

a. Attend all class sessions (unless you have a really good reason for missing) and participate in class activities.

b. Complete required assignments (three or four home assignments to prepare for class activities plus a short (three to four page) paper at the end of the semester which is a synthesis of your experiences in the course.

II. Students who desire an A in the course should contract with me to complete the following additional activities:

a. Read and write a critical review of two books on the bibliography list AND two articles on Motivation

OR

b. Read and write a critical review of one book on the bibliography list AND four articles on Motivation

OR

c. Read and write a critical review of three books on the bibliography list

OR

d. Prepare a paper (5-8 pages) indicating how the materials covered in the course can be/have been of use in your professional/personal life. Use references from the bibliography.

OR

e. See me and design a project which would be useful to you utilizing readings and materials from the course.

Please feel free to question me on any or all of the above.

III. The course is really divided into two components: the motivation materials which help you analyze yourself in terms of your needs(achievement, affiliation, power) and begin asking you to analyze your needs, skills, goals for your professional development AND an exposure to the vast array of courses, Centers, workshops and the life which are available in the St. Louis area which may begin to serve as resources to you as a professional. This second component will include faculty members from both institutions so that you can get a "feel" of the type of courses available so that you can plan out a program. In addition, personnel from places such as CERMEL, The Center for New Ways, The Center for Human Concern and the like will alert you to their resources.

IV. The basic text for the course is MOTIVATION WORKSHOPS by McClelland and Steele. It is available at the Maryville Ranchhouse (basement bookstore). Please bring it with you to each session. You should buy your own and not use one from a previous course participant as you will complete (in writing and otherwise) activitites in the book.

READINGS FOR TEACHER AS LEARNER

MOTIVATION (all are on reserve in the Maryville Library)

Enhancing Motivation: Change in the Classroom, deCharms, Richard. Presents a study in which deCharms, et al designed a motivation training project in the City of St. Louis. Preconcept of personal motivation, origin-pawn concept and relates them to concept of achievement motivation. Not easy, but you'll learn a great deal.

Human Motivation: A Book of Readings, McClelland and Steele. This is the book most often referred to in the workbook. It is a series of readings in the area of motivation. Some of the more relevant to us include:

"The Trend in Motivational Theory," Allport

"Achievement Motive and Test Anxiety," Atkinson and Litwin

"The Achievement Motive and Differential Occupational Mobility in the United States," Crockett

"Achievement Motivation in Women," Lesser

"A Psychological Barrier to Achievement in Women: The Motive to Avoid Success," Horner (THIS IS A CLASSIC)

"Deficiency Motivation and Growth Motivation," Maslow

"Affiliation Motivation," Boyatzis

Power Motivation: All three essays (Winter, Greene and Winter, and McClelland)

Motive Development-Activation-Attribution: All five essays (McClelland, Sales, Thayer, Kagan, Weiner)

Developing and Changing Human Motivation (McClelland)

Readings from the Nebraska Symposium on Motivation (1955)

"Some Social Consequences of Achievement Motivation," McClelland

"Deficiency Motivation and Growth Motivation," Maslow

Nebraska Symposium on Motivation (1961)

"Motivation, Teaching Methods and College Learning," McKeachie

People Weekly, June 21, 1976

"Women's Fear of Success," Matina Horner, p.60

Psychology Today, July, 1976

"What Makes the Candidates Run?" p. 45 (Hidden motives)